



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

tially from that of the famous Four Steps of Instruction which occupy such an important place in the pedagogical system of Herbart. 1. Merken (Observation.) 2. Association (Comparison.) 3. System (Classification and Generalization.) 4. Philosophical Method (Application.) This discussion is only second in importance to that upon Method, and depends directly upon it.

Of the whole book probably the "Principles of Pupils' Work" is the most important, as it illuminates points that are concealed in the blackness of darkness from the majority of teachers, and at best are but dimly seen by the more advanced students of pedagogy.

While emphasizing this part of the book, we must not overlook the discussion upon "Principles of Teachers' Work," and "Special Principles of Teaching." From a study of these topics the reader may gain useful suggestions regarding the true place of the teacher which he must be careful to keep, lest he prove more of a hindrance than a help to the pupil. Dr. MacVicar says, "Teachers in seeking to condition their pupils properly for their work, must note carefully what they cannot do for them." In his eagerness to do and to secure results, the teacher loses sight of this point, and not infrequently is in danger of doing his pupils permanent injury.

Of the book as a whole we are glad to be able to judge favorably. We commend especially the neat binding, the clear type, the excellent choice of words, the concise and direct style, and the comprehensive arrangement which includes so much, while it occupies so little space. These are all points to be appreciated by the student.

Every page and indeed every sentence bears evidence of profound and orderly thinking, as well as of an accurate knowledge of the questions discussed. We have perhaps no scarcity of literature upon educational subjects, but we have no cause to complain of too many books possessing the characteristics enumerated above, and we heartily recommend "Principles of Education" to both parents and teachers.

Margaret K. Smith.

Oswego State Normal School.

Selected Orations and Letters of Cicero, with Historical Introduction, an Outline of the Roman Constitution, Notes, Excursions, Vocabulary, and Index. By HAROLD W. JOHNSTON, Ph.D., Professor of Latin in Illinois College, and late Principal of Whipple Academy. Albert, Scott & Co. : Chicago. 1892. pp. 797.

The plan of this book is novel in several respects. The editor has selected those orations and letters of Cicero which centre about the Catilinarian Conspiracy, with the aim of making a single period of Cicero's life the object of study, and, by confining attention to this, of securing a deeper insight into Cicero's character and the administration of the Roman state in his day. The matter is arranged as follows: The First and Second Orations against

Catiline, the Oration *pro Murena*, the Third and Fourth Orations against Catiline, the Oration *pro Sulla*, Twenty-three Select Letters (chiefly from the period of the exile), the Orations *pro Sestio* and *pro Milone*. To the foregoing are added five Excursuses, inserted at appropriate points, viz.: I. The Affair of the Allobroges (from Sallust's *Catiline*). II. An account (in English) of Roman Criminal Procedure. III. Caesar's Speech in the Senate (from Sallust). IV. A summary of the events from the conclusion of the debate in the Senate to the death of Catiline. V. (before the Letters) An account of the methods and details of Roman correspondence. To the text are prefixed a Life of Cicero, of nearly forty pages in length, and an account of the organization of the Roman commonwealth in Cicero's day,—the latter treating in detail of the Roman People, the Assemblies, the Magistrates, the Ministers of Religion, and the Senate. The notes are at the foot of the page, but a separate edition of the text is provided for class-room use.

It will be seen that while the editor's plan is to restrict the matter contained in the book to a definite epoch and range of events, yet the amount of text is large,—300 solid pages, as printed in the text edition. The editor's general purpose is in itself undoubtedly commendable, and his introductory pages on the life of Cicero and the organization of the Roman government are exceedingly lucid and stimulating. But how, without seriously disturbing the present economy of our secondary schools, can any such amount of Cicero's works be read as is embraced in the selections before us? We predict that few teachers will see their way clear to a performance of the task or even half of it. This opinion is further strengthened by a consideration of the frequent and often serious inaccuracies which greatly impair whatever other value the book possesses. Thus in the notes to the First Oration against Catiline, on 1, 2, 3, *fit publici consilii particeps*, our editor interprets *consilii* to mean "a deliberative body," and refers it to "the Senate,"—which gives us the unnatural meaning: "gets a share of the Senate." Harpers' *Latin Dictionary*, under *consilium*, gives the correct meaning of the passage: "shares in the public deliberations."

On ii, 4, 18, *dissolutum* is translated *radical*,—an impossible meaning of the word. As Halm, in his note on this passage, has well shown, *cupio me esse clementem*; *cupio me non dissolutum videri*, is really only a rhetorical way of saying: "I wish to be clement, but yet not to seem negligent" (*dissolutum*).

On vi, 13, 11, *aut ad lubidinem facem praetulisti?* the editor soberly informs the student that Catiline used to supply his youthful followers with torches to "guide them to places of dissipation, which would naturally be visited at night." A tallow dip, apparently, was an essential prerequisite to vice in ancient Rome.

Occasionally the editor passes over into the field of English philology. Thus in ix, 22, 6, *minus* is explained as the original

of English *mis-* in *mis-apply*, *misuse*, etc. A glance at any standard work on English or German etymology (Kluge, for instance), would have saved the author from this error.

As regards the Vocabulary, a hasty examination reveals *modō* (*only*) for *modo*; *repentē* for *repente* (probably after Lewis's and Harpers' *Dictionaries*, which are wrong here), *nisi* for *nist*; while the genitives of *fōns*, *mōns*, *pōns*, *frōns* are partly incorrectly and partly ambiguously given as follows: *fōns*, *fōntis*; *mōns*, *mōntis*; *pōns*, *-tis*; *frōns*, *-tis*.

As regards the text, it is to be regretted that the system of vowel marking followed in the Vocabulary is not applied throughout. Every teacher knows how difficult it is to inculcate accurate habits of pronunciation with our present texts. Editors of Caesar and Cicero at least might well follow the example recently set by Rolfe's *Viri Romae*, and mark *all vowels* known to be long. It is unfortunate too that the well-established orthography of Cicero's day has not been consistently employed. To what end is it that our grammars teach that substantives in *-ium* formed the genitive singular in *-i* (not *-ii*) in the Ciceronian era, if our texts are to ignore this fact, and write regularly *ingenii*, *officii*, *consili*, etc.? So also in case of *volnus*, *voltus*, etc., our editor writes sometimes *vol-*, sometimes *vul-*, following the eclectic procedure of the MSS., though it is certain that Cicero used only the form with *o*. A similar inconsistency manifests itself in case of the equally certain *optunus* as against *optimus*. To go further, why should we hesitate to boldly avail ourselves of the full measure of our knowledge, and to write for Cicero's age *quom* (not *cum*), *loquon*, *servōs*, *metuont*, *tuōs*, *equōs*, etc.?

The four maps which precede the text share the general inaccuracy of the rest of the book. To be of value to students, they should be scrupulously exact, not only topographically, but orthographically as well. As a matter of fact the Plan of the Forum represents, in crude execution, the knowledge of the last generation. After the superb surveys of Middleton, to say nothing of other accessible material on the subject, there should be no such wretched apology for a map of the Forum, as disfigures the work before us. Nor do such unfamiliar names as *Germalus*, *Aedes Appollinis*, *Tabernae Argenturiae*, *Forol* (presumably for *Forum Olitorium*), etc., enhance its value or attractiveness.

The map of Latium is evidently adapted from a French original, but its nomenclature embraces a variety of idioms. Thus we have the *Equi* (!) and *Hernic* (!) on the one hand, and the *Volsques* on the other; the *Pont Milvius* and the *Mare Tyrrenium* (sic!); the *Marais Pontins* and *Minturrae* (sic!).

Lapses like these do not become a new work bidding for the favor of American teachers. Certainly he who would advance the cause of education among us cannot afford to regard accuracy as a matter of slight importance.

Chas. E. Bennett.

Cornell University.